

# Tavares Middle School



2014-15 School Improvement Plan

## Tavares Middle School

1335 LANE PARK CUTOFF OFC, Tavares, FL 32778

<http://lake.k12.fl.us/tms>

### School Demographics

**School Type**

Middle

**Title I**

No

**Free/Reduced Price Lunch**

58%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

32%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	C	B	A

### School Board Approval

This plan is pending approval by the Lake County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>17</b>
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	22
<b>Appendix 1: Implementation Timeline</b>	<b>31</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>34</b>
Professional Development Opportunities	35
Technical Assistance Items	37
<b>Appendix 3: Budget to Support Goals</b>	<b>38</b>

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

# Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

## DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

## DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

## DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

## 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

The mission of Tavares Middle School, working hand and hand with the community, is to prepare individuals for successful life-long learning, producing employable and responsible citizenry by providing a safe, resource-filled learning environment.

##### **Provide the school's vision statement**

Tavares Middle School, in partnership with the home and community, will use all of its resources to foster a safe environment with high expectations for academic achievement while providing enrichment and technological opportunities to encourage each student's total growth and preparation to live in a changing, multicultural society. This is Tavares Middle School's commitment to excellence.

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

TMS hosts an annual Cultural International Fair where students are able to learn about other cultures as well as their own. Community, parents and all stakeholders are invited to attend this cultural fair. Social science and Spanish study cultures throughout the world and provide partnership opportunities for students who mentor foreign exchange students .

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

TMS actively endorses the Positive Behavioral Support (PBS) system. The PBS program promotes positive interpersonal communication among students as well as a bully and drug-free campus. Likewise, faculty and staff remain visible on campus at all times of the school day to monitor student interactions and correct negative behaviors/reward positive behaviors when appropriate.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

TMS endorses the Positive Behavioral Support model. Students are rewarded for displaying positive behavior. Tardy sweeps are conducted intermittently throughout the school year. Wednesday school detentions are given for minor behavior infractions. Out-of-school suspensions given for serious behavior infractions. Staff is trained in PBS and behavioral procedures. Faculty and staff present on campus at all times of the school day and a supervision schedule is in place throughout the school day.

##### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Advisory lessons include lessons and discussions in bully prevention and drug and alcohol prevention. The Sheriff's Office presents a cyber-bullying session to all students and teachers. Guidance counselors provide referrals for students who are struggling with social and emotional issues. MTSS in place for students who display social, emotional, and academic challenges.



### Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

#### Describe the school's early warning system and provide a list of the early warning indicators used in the system

Tavares Middle School implements early warning indicators for students who meet the following criteria:

Attendance falls below 95 percent, regardless of whether absence is excused or a result of out-of-school suspension; One or more suspensions, whether in school or out of school; Course failure in English Language Arts or mathematics; A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics; Free and reduced lunch eligibility; Students who have failed one or more grade levels from elementary schools.

#### Provide the following data related to the school's early warning system

*The number of students by grade level that exhibit each early warning indicator:*

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	182	191	185	558
One or more suspensions	51	71	53	175
Course failure in ELA or Math	9	22	0	31
Level 1 on statewide assessment	44	44	53	141

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	171	171	167	509

#### Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Response to Intervention (RTI) is the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying student response data to important educational decisions. Additionally, implementing a research proven instructional program (i.e., Read 180, Achieve 3000, PENDA) is used to provide additional academic support to students to increase academic achievement. Each model and program offers strategies and methods of increasing achievement and learning. Some models of intervention focus on specific subject areas, some on particular aspects of learning, some focus on environmental issues, and others attempt to cover all. Last, students who are one or more grade-levels behind are placed into drop-out prevention programs such as e20/20, that are designed to articulate students to their appropriate grade-levels.

### Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

**Description**

All parents are invited to attend back-to-school informational meetings, open houses, and various end-of-grading period teacher conferences. Parents are invited to join committees such as SAC and PTO, as well as athletic and grade-level boosters.

AVID supports parental involvement through multiple "parent" night meetings, fieldtrips, and community picnics.

TMS uses MTSS as a practice of providing high-quality instruction/intervention matched to student needs using learning rate over time and level of performance to make important education decisions. Supplemental Faculty, i.e., Literacy Coach, FL Standards Teacher, and Media Specialist provide newsletters and website communication on assessments, changes within the Department of Education, and district protocols.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Lake County Sheriff's Office volunteers by coming to the school to talk about cyber safety, bullying, and social media topics. Local speakers present to eighth grade students about career orientations as well as cultural awareness issues (such as the Holocaust) to supplement the 8th grade fieldtrip. Local businesses also donate gift certificates for teacher appreciation with the idea of donating goods/services to build an effective classroom learning environment.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership**

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Mott, Trella	Principal

**Duties**

**Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making**

Trella Mott, Principal: Provides a common vision for the use of data-based decision-making, ensures that the schoolbase team in implementing MTSS, conducts assessments of MTSS skills of the school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding MTSS plans and activities Kevin Caldwell, Assistant Principal: Helps the principal in the implementation of a common vision for the use of databased decision making, ensures that the school-base team in implementing MTSS, conducts assessments of MTSS skills with the school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding MTSS

plans and activities. Felicia Thibodeau, Literacy Coach: Provides guidance on the K-12 reading plan; facilitates and supports data collection; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of the Multi-Tiered Systems approach. Heather Livengood, FLorida Standards Teacher: Develops, leads, and evaluates the core content standards and programs; identifies and analyzes existing literature on scientifically-based curriculum intervention strategies; assists with whole group screening programs that provide early intervention services for students that are considered "at-risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis.

Daphne Wagner, Assistant Principal: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display. Zohar Cain, Cooperative Consultation Teacher: Participates in student data collection, integrates core instructional activities/materials, assists with the implementation of Tier 3 instruction, and collaborates with the general education teachers through consultation and co-teaching.

Lisa Whittaker, Guidance Counselor: Provides quality services and expertise on different programs. Rachel Sadmire, School Social Worker: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school workers continue to link child-serving and community agencies to the schools and families to support the child in academics, emotional, behavioral, and social success.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

Provides a common vision for the use of data-based decision making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implantation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities through website, SAC, phone contact, and meetings. Select General Education Teachers (Deighton-Science, Harris-Math, Reichwein-Language Arts) provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials to instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Specialist, Anthony Fazio, participates in student data collection, integrates core instructional activities into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

The Reading Coach (Instructional Specialist), Felicia Thibodeau, provides guidance on the k-12 reading plan and specifically the 6-8 reading plan; facilitates and supports data collection activities, assists in data analysis, provides professional development and technical assistance to teachers regarding data-based instructional planning, and supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Avid Leader, Kelly Cook, develops, leads, and evaluates the AVID program for Middle of the Road students.

School Psychologists, Anne Shutze and David Johnson (Interim), participate in the collection, interpretation, and analysis of school data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including: data collection, data analysis, intervention planning; and program evaluation; facilitates data-based decision making activities.

Speech Language Pathologist educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of

screening measures; and helps identify systematic patterns of student need with respect to language skill.

Student Services Personnel (school-based counselors): Kimberly Burch, Brenda Lettsome, and Lisa Whittaker: provide quality service and expertise on issues ranging from program design to assessment and intervention with individual students and their needs. In addition to providing interventions, the school social worker, Rachael Sadelmeyer, continues to link child-serving and community agencies to the school and families to support the child's academic, emotional, behavioral, and social success.

### School Advisory Council (SAC)

#### Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Laura Chandler	Student
Don Campbell	Student
Dave Harris	Teacher
Trella Mott	Principal
Monica Janes	Student
Anmarie Munroe	Teacher
Gloria Reyes	Education Support Employee
Judie Whittaker	Teacher
Kelly Cook	Teacher

#### Duties

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*Evaluation of last year's school improvement plan*

The SAC members all were given the opportunity to revise, amend, and comment on the School Improvement Plan. Members discussed the different parts of the plan and how the school was going to make learning gains each year among targeted subgroups.

*Development of this school improvement plan*

The SAC members provide input during meetings and/or through email correspondence.

*Preparation of the school's annual budget and plan*

The SAC members provide input during meeting and/or through email correspondence,

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

The District does not provide the schools with school improvement funds for SAC. The remaining balance will be used for the school website and teacher grants.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Caldwell, Kevin	Assistant Principal
Cook, Kelly	Teacher, K-12

**Duties**

***Describe how the LLT promotes literacy within the school***

School wide LLT initiatives for the 2014-2015 school year include the 30 minutes reading during homeroom period twice per week; monthly writing PLCs; and teacher / student read alouds. The Florida Standards teacher will be modeling informational text on a weekly basis. The Literacy Coach will provide professional development for content-area teachers in the areas of reading, writing, and literacy.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Common planning is used for collaboration and creation of common assessments, lesson studies, and PLCs. The Leadership Team meets bi-weekly to discuss new initiatives.

**Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

1. Provide on-going training to assist teachers in achieving the Highly Qualified status.  
Principal; Teacher Quality Retention Administrator
2. Seek out and hire Highly Qualified applicants for all future openings.  
Principal; School Administration
3. Provide training at the beginning and throughout the school year to better meet the needs of the SIP.  
Principal;  
School Administration; Leadership Team

**Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

New teachers to TMS will be paired up with their department chair. Most Grade Levels have common planning and are involved in a weekly PLC to review data, create, modify and review focus calendars, vertical and horizontal alignments. Department Chairs are Capacity Builders for their area and can offer the most accurate curricular assistance.

- Teachers will participate in the district program New Beginnings
- Teachers will participate in the half day school program for new teachers
- Teachers will participate in the school PLC for New Teachers
- Coaches will attend a 13 day program on mentoring new teachers
- Coaches will mentor, observe, provide feedback and model for our new teachers
- Administrators will observe and provide feedback to our new teachers

New teachers will participate in peer-to-peer classroom observations to better assist in the implementation of teaching and/or learning strategies.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Tavares Middle school is responsible for the implementation of all current FL Standards for the Arts, Health Education, Physical Education, Science, and Social Studies, as well as the implementation of Florida's newest sets of standards for English Language Arts/Reading and Mathematics. Our new standards also include standards for Literacy in History/Social Studies, Science, and Technical Subjects. Teachers collaborate to align curriculum mapping, lesson planning, lesson study support, professional development, and standards progression mapping. Teachers also collaborate within subject-area departments to differentiate and transition between the New Generation State Standards and the Florida Standards.

#### **Instructional Strategies**

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

The process of using data to differentiate instruction is central to our school climate. Members of the school Leadership Team participate in data teams, with the goal of creating effective instruction for every child. School personnel—principals, literacy coaches, grade level teachers, special education, speech and language, ELL teachers, and interventionists—work together to select the most effective assessments and to use and interpret data appropriately. The Department leaders also help teachers group students, plan, develop, and deliver properly paced small group lessons.. Additionally, department leaders assist with monitoring student progress.

TMS also uses MTSS as a practice of providing high-quality instruction/intervention matched to student needs using learning rate over time and level of performance to make important education decisions.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***



**Strategy:** Extended School Day

**Minutes added to school year:** 450

Before and after school tutoring is provided three times a week by teachers or peers to help reinforce instruction in core academic subjects. Participating teachers provide customized, informal assessments to students (based on previous summative assessments) to evaluate individual performance in conjunction with student learning goals. These are typically low-stake tests, such as checklists, teacher observations, and miscue analysis.

### **Strategy Rationale**

The purpose of after-school tutoring (enrichment) is for highly qualified staff to provide extended instruction for lower-performing student populations by providing explicit reading instruction. Additional instruction may help students better identify and reach their learning goals in under-performing areas.

### **Strategy Purpose(s)**

- Enrichment

### **Person(s) responsible for monitoring implementation of the strategy**

Mott, Trella, mottt@lake.k12.fl.us

### **Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Mini-assessments  
Criterion-based assessments  
Common assessments  
District-adopted software  
Skyward  
Progress Reports  
Report Cards

## **Student Transition and Readiness**

### **PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

### **Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Drop-out prevention programs, i.e., e 20/20 have been converted into multiple classes throughout the day. A teacher-facilitator monitors and implements technology for student-based learning curriculums where students have the opportunity to either re-take a failed class, re-take a multitude of online classes to articulate to the subsequent grade level, or participate in classes to vertically progress to an age-appropriate grade-level.

### **College and Career Readiness**

### **Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

Through our Guidance Department, students can take a career quiz to see what careers fit their personality and interests. Guidance counselors routinely meet with students to advise them on course selections and ensure they're meeting expectations. To better assist with career planning, our

guidance counselors rotate with their respective class each year so they serve they same students throughout their middle school career. AVID also brings in guest speakers to expose students to an array of college and careers.

Tavares Middle School also participates in the College Board's Florida Partnership program which trains teachers, counselors, and administrators to develop a culture of College Readiness in the school. The Florida Partnership also provides free ReadStep assessments to all 7th and 8th graders to determine the students' college readiness so steps can be taken to better prepare them for college.

***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

Tavares Middle School offers a variety of integrated courses to help the students see the relationship between subjects and relevant future careers. Some of the integrated courses include culinary classes and allow our students to run a full-fledged restaurant. We also provide a keyboarding class as well as an upper-level technology and career readiness course, which provides students the opportunities to work with various technologies within reading and writing curriculum, and also aides in orientating students to career-based learning. We have 3 sections of AVID which provides students the rigor in writing, reading, inquiry, organization and collaboration curriculum to be college and career ready.

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

Tavares Middle Schools offers an Exploring Technoloy elective class for careers in the technology field. Keyboarding and Technology electives will be serving as a Cap Academy as well.

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

N/A



## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** 100% of students will participate in Safety and Bully-prevention protocols.
- G2.** A 6% increase in (2013-2014 Level 3) students reaching proficient scores in both reading and writing short response prompts on the Florida Standards Assessment.
- G3.** 65% of 8th graders will attain a proficient-level score on the Florida Standards Assessment in the areas of reading/language arts.
- G4.** Students scores will increase from level 2 to 3 by 30%
- G5.** Increase student Algebra EOC scores from level 3 to 4 by 25%

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1. 100% of students will participate in Safety and Bully-prevention protocols.** 1a

G048928

**Targets Supported** 1b

Indicator	Annual Target
Discipline incidents	100.0

**Resources Available to Support the Goal** 2

- Bully-Proofing Your School and Safety Protocols
- 6-8th grade curriculum to be facilitated by classroom teachers and school personnel.
- Cyber-safety seminars conducted by the Lake County Sheriff's Office.
- Safe-Schools safety plans for fire drills, tornado drills, lock downs, and bus evacuations.

**Targeted Barriers to Achieving the Goal** 3

- Time allotment for completing bully-proofing your school curriculum.

**Plan to Monitor Progress Toward G1.** 8

Administrators will monitor disciplinary referrals relating to bullying and analogous offenses.

**Person Responsible**

**Schedule**

**Evidence of Completion**

End-of-year warning indicators, or data, will calculate the number of bully-related offenses and determine the efficacy of the bully-proofing your school curriculum.

**G2.** A 6% increase in (2013-2014 Level 3) students reaching proficient scores in both reading and writing short response prompts on the Florida Standards Assessment. 1a

G037077

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

**Resources Available to Support the Goal** 2

- Common planning, PLCs, Data Chats, Lesson Study, Professional Development, PENDA learning, CRISS Strategies, Cornell notes

**Targeted Barriers to Achieving the Goal** 3

- Over populated class sizes and higher than desired student to teacher ratio; Reading comprehension; Limited vocabulary; Deficit in math skills; Students thinking the Science FCAT 2.0 test does not matter to graduate
- Technology and curriculum limitations.

**Plan to Monitor Progress Toward G2.** 8

Grades on Skyward, Achieve 3000 lexile reports, PENDA learning, Science Research Paper and Research Project

**Person Responsible**

**Schedule**

**Evidence of Completion**

Grades from PENDA on a weekly basis; Skyward grades for progress reports and report cards; Science research project in the science fair

**G3.** 65% of 8th graders will attain a proficient-level score on the Florida Standards Assessment in the areas of reading/language arts. **1a**

G037078

**Targets Supported** **1b**

Indicator	Annual Target
	65.0

**Resources Available to Support the Goal** **2**

- ELA: Cornell Notes, short response, journaling, research paper, mechanics and conventions of writing taught across all units; at least 2 book reports per nine weeks will be extended written response; Scope and Sequence and blueprints. Science: Cornell Notes, weekly lab write-ups, research paper, Science Fair projects for 7th and 8th grades, and Advanced 6th grade classes Social Studies: DBQs 4 times a year, document analysis, current event articles summaries Math: word problem analysis School side strategies: common essay structure across all curriculum areas will be implemented: CRISS and AVID writing strategies including but not limited to Learning Logs, Cornell Notes, QuickWrites and Storyboards will be implemented schoolwide.

**Targeted Barriers to Achieving the Goal** **3**

- Possible changes in state's score scale of proficiency Lack of authentic writing in all content areas. Inconsistency in curriculum and students' understanding of writing styles.

**Plan to Monitor Progress Toward G3.** **8**

Lake Writes  
Springboard writing practice  
Research papers

**Person Responsible**

**Schedule**

**Evidence of Completion**

Lake Writes scores Skyward grade for writing assignments FSA Writing Skyward for progress reports and report card grades

**G4. Students scores will increase from level 2 to 3 by 30%** 1a

G037079

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

**Resources Available to Support the Goal** 2

- PENDA Common Core Task Cards Strategies AVID Trainers EDUSOFT

**Targeted Barriers to Achieving the Goal** 3

- Lack of Rigor in Instruction, Lack of Higher Order Thinking Questions

**Plan to Monitor Progress Toward G4.** 8

Emphasis on Rigor used within the classroom

**Person Responsible**

**Schedule**

**Evidence of Completion**

Improvement on FCAT 2.0

**G5. Increase student Algebra EOC scores from level 3 to 4 by 25%** 1a

G037080

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

**Resources Available to Support the Goal** 2

- Year Round Tutoring Sessions, PENDA, Edusoft, Khan Academy, AVID Strategies

**Targeted Barriers to Achieving the Goal** 3

- Lack of mathematical fundamental skills, Lack of Rigor in instruction, Lack of Differentiated Instruction

**Plan to Monitor Progress Toward G5.** 8

Strategies for Rigor within the classroom

**Person Responsible**

**Schedule**

**Evidence of Completion**

PENDA Usage, EDUSOFT Mid and Post Test, End of Course Exam scores

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** 100% of students will participate in Safety and Bully-prevention protocols. **1**

 G048928

**G1.B1** Time allotment for completing bully-proofing your school curriculum. **2**

 B122205

**G1.B1.S1** To satisfy time constraints, classrooms will Incorporate the bullying curriculum into daily, incremental lessons until all components of the curriculum are finalized. **4**

 S134170

### Strategy Rationale

Chunking information into digestible bites will allow teachers to cover all areas of the curriculum with equitable attention and monitor student understanding of the content.

### Action Step 1 **5**

Faculty and staff will be trained and provided resources for bully-prevention.

#### Person Responsible

Kevin Caldwell

#### Schedule

Monthly, from 9/1/2014 to 11/30/2014

#### Evidence of Completion

Classroom walk-throughs and observations of instruction.

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Observation of curriculum and instruction

**Person Responsible**

Kevin Caldwell

**Schedule**

On 11/30/2014

***Evidence of Completion***

Teachers will document lessons and provide student samples of activities.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

**Person Responsible**

**Schedule**

***Evidence of Completion***

**G2.** A 6% increase in (2013-2014 Level 3) students reaching proficient scores in both reading and writing short response prompts on the Florida Standards Assessment. 1

G037077

**G2.B1** Over populated class sizes and higher than desired student to teacher ratio; Reading comprehension; Limited vocabulary; Deficit in math skills; Students thinking the Science FCAT 2.0 test does not matter to graduate 2

B089011

**G2.B1.S1** Disaggregate student data by metriculating test scores and analyzing performance on previous standardized testing. 4

S099646

### Strategy Rationale

#### Action Step 1 5

Scheduling and student documentation

#### Person Responsible

#### Schedule

#### *Evidence of Completion*

Disaggreagte Student Data.

#### Action Step 2 5

FCAT Waivers

#### Person Responsible

#### Schedule

#### *Evidence of Completion*

Attend FCAT Waiver meetings with parents to discuss progress monitoring options. Parental sign-off of documentation and implementation of action plan.



**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Oversight of scheduling

**Person Responsible**

**Schedule**

***Evidence of Completion***

Coach will test level 1 and 2 students for FAIR and Achieve 3000 a minimum of three times per school year.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Monitoring of testing and student performance in mastering subject-area benchmarks.

**Person Responsible**

**Schedule**

***Evidence of Completion***

Coach will monitor student performance on FAIR and/or Achieve 3000 and use data to determine if student is making learning gains in areas of reading comprehension and fluency.

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

**Person Responsible**

**Schedule**

***Evidence of Completion***

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7**

**Person Responsible**

**Schedule**

***Evidence of Completion***

**G2.B2 Technology and curriculum limitations. 2**

 B089012

**G2.B2.S2 Teachers will attend professional development geared towards instructing how to navigate and troubleshoot various technology and software programs. 4**

 S099648

**Strategy Rationale**

**Action Step 1 5**

Professional Development on Edusoft, PENDA, FCAT, and PMRN

**Person Responsible**

**Schedule**

***Evidence of Completion***

Teacher verification/attendance sign-in sheet..

**Plan to Monitor Fidelity of Implementation of G2.B2.S2 6**

Monitor faculty and staff participation in Professional Development.

**Person Responsible**

**Schedule**

***Evidence of Completion***

Faculty and staff attendance.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7**

Troubleshooting technology issues

**Person Responsible**

**Schedule**

**Evidence of Completion**

Teacher survey of technology awareness.

**G3.** 65% of 8th graders will attain a proficient-level score on the Florida Standards Assessment in the areas of reading/language arts. 1

G037078

**G3.B1** Possible changes in state's score scale of proficiency Lack of authentic writing in all content areas. Inconsistency in curriculum and students' understanding of writing styles. 2

B089013

**G3.B1.S1** ELA: Cornell Notes, short response, journaling, research paper, mechanics and conventions of writing taught across all units, at least 2 book reports per nine weeks will be extended written response, Science: Cornell Notes, weekly lab write-ups, reserach paper, Science Fair projects for 7th and 8th grades, and Advanced 6th grade classes Social Studies: DBQs 4 times a year, document analysis, current event articles summaries Math: word problem analysis School side strategies: common essay structure across all curriculum areas will be implemented: CRISS and AVID writing strategies including but not limited to Learning Logs, Cornell Notes, QuickWrites and Storyboards will be implemented schoolwide. 4

S099649

**Strategy Rationale**

**Action Step 1 5**

Teachers will use various stated strategies frequently in the classroom. Administrators will check for strategy use during formal and informal evaluations as well as classroom walk-throughs.

**Person Responsible**

Kevin Caldwell

**Schedule**

Weekly, from 9/1/2014 to 3/31/2015

**Evidence of Completion**

Exemplars will be displayed in classrooms Student binder checks Esembler assignment descriptions Evaluation notes submitted in TrueNorthLogic.

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Lake Writes essays for 8th Grade 2 times a year  
Writing Tasks for 6th and 7th Grade 2 times per year  
FSA Writing Assessment

**Person Responsible**

**Schedule**

***Evidence of Completion***

Submission of scores for Lake Writes Final scores on FSA Writing assessment.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Lake Writes  
FSA Writing

**Person Responsible**

**Schedule**

***Evidence of Completion***

Teacher scoring State scores

**G4. Students scores will increase from level 2 to 3 by 30%** 1

G037079

**G4.B1 Lack of Rigor in Instruction, Lack of Higher Order Thinking Questions** 2

B089014

**G4.B1.S1** Develop focus lessons that go in-depth and concentrate on higher order –thinking problems. AVID trained personnel will share AVID strategies with instructors to implement in classroom instruction throughout the school year. Common Core Task Cards. 4

S099650

**Strategy Rationale**

**Action Step 1** 5

Chart assessments and incorporate in data folder to discuss in Math Department Meetings

**Person Responsible**

**Schedule**

**Evidence of Completion**

LBA's graded through Edusoft FCAT 2.0 Class evaluation

**Plan to Monitor Fidelity of Implementation of G4.B1.S1** 6

Testing Rigor within the classroom

**Person Responsible**

**Schedule**

**Evidence of Completion**

Students scores on FCAT and class evaluations

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7**

Strategies for Rigor within the classroom

**Person Responsible**

**Schedule**


**Evidence of Completion**

Chart assessments and incorporate in data folder to discuss in Math Department Meetings

**G5. Increase student Algebra EOC scores from level 3 to 4 by 25% 1**

 G037080

**G5.B1 Lack of mathematical fundamental skills, Lack of Rigor in instruction, Lack of Differentiated Instruction 2**

 B089015

**G5.B1.S1 Use of Springboard Strategies Start to learn and implement Common Core Strategies Differentiated Instruction (Internet and video teaching) AVID strategies 4**

 S099651

**Strategy Rationale**

**Action Step 1 5**

Different strategies used within the classroom and their benefits

**Person Responsible**

**Schedule**

**Evidence of Completion**

Higher percentage of students scoring a level 4 or better

**Plan to Monitor Fidelity of Implementation of G5.B1.S1 6**

Implementation of Strategies within the class

**Person Responsible**

**Schedule**

**Evidence of Completion**

Data from PENDA Production of AVID, Khan Academy, and Common Core Strategies (teachers will learn and implement throughout the year)

**Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7**

AVID, Common Core, and technology strategies

**Person Responsible**

**Schedule**

**Evidence of Completion**

Data from PENDA Production of AVID, Khan Academy, and Common Core Strategies (teachers will learn and implement throughout the year) EDUSOFT Mid and Post Test Algebra 1 EOC scores

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Scheduling and student documentation		Disaggreagte Student Data.	one-time	
G2.B2.S2.A1	Professional Development on Edusoft, PENDA, FCAT, and PMRN		Teacher verification/ attendance sign-in sheet..	once	
G3.B1.S1.A1	Teachers will use various stated strategies frequently in the classroom. Administrators will check for strategy use during formal and informal evaluations as well as classroom walk-throughs.	Caldwell, Kevin	9/1/2014	Exemplars will be displayed in classrooms Student binder checks Esembler assignment descriptions Evaluation notes submitted in TrueNorthLogic.	3/31/2015 weekly
G4.B1.S1.A1	Chart assessments and incorporate in data folder to discuss in Math Department Meetings		LBA's graded through Edusoft FCAT	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			2.0 Class evaluation		
G5.B1.S1.A1	Different strategies used within the classroom and their benefits		Higher percentage of students scoring a level 4 or better	once	
G1.B1.S1.A1	Faculty and staff will be trained and provided resources for bully-prevention.	Caldwell, Kevin	9/1/2014	Classroom walk-throughs and observations of instruction.	11/30/2014 monthly
G2.B1.S1.A2	FCAT Waivers		Attend FCAT Waiver meetings with parents to discuss progress monitoring options. Parental sign-off of documentation and implementation of action plan.	one-time	
G1.MA1	Administrators will monitor disciplinary referrals relating to bullying and analogous offenses.		End-of-year warning indicators, or data, will calculate the number of bully-related offenses and determine the efficacy of the bully-proofing your school curriculum.	one-time	
G1.B1.S1.MA1	[no content entered]			one-time	
G1.B1.S1.MA1	Observation of curriculum and instruction	Caldwell, Kevin	9/1/2014	Teachers will document lessons and provide student samples of activities.	11/30/2014 one-time
G2.MA1	Grades on Skyward, Achieve 3000 lexile reports, PENDA learning, Science Research Paper and Research Project		Grades from PENDA on a weekly basis; Skyward grades for progress reports and report cards; Science research project in the science fair	one-time	
G2.B1.S1.MA1	Monitoring of testing and student performance in mastering subject-area benchmarks.		Coach will monitor student performance on FAIR and/or Achieve 3000 and use data to determine if student is making learning gains in areas of	one-time	



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			reading comprehension and fluency.		
G2.B1.S1.MA1	Oversight of scheduling		Coach will test level 1 and 2 students for FAIR and Achieve 3000 a minimum of three times per school year.	one-time	
G2.B2.S1.MA1	[no content entered]			once	
G2.B2.S1.MA1	[no content entered]			once	
G2.B2.S2.MA1	Troubleshooting technology issues		Teacher survey of technology awareness.	once	
G2.B2.S2.MA1	Monitor faculty and staff participation in Professional Development.		Faculty and staff attendance.	once	
G3.MA1	Lake Writes Springboard writing practice Research papers		Lake Writes scores Skyward grade for writing assignments FSA Writing Skyward for progress reports and report card grades	one-time	
G3.B1.S1.MA1	Lake Writes FSA Writing		Teacher scoring State scores	one-time	
G3.B1.S1.MA1	Lake Writes essays for 8th Grade 2 times a year Writing Tasks for 6th and 7th Grade 2 times per year FSA Writing Assessment		Submission of scores for Lake Writes Final scores on FSA Writing assessment.	one-time	
G4.MA1	Emphasis on Rigor used within the classroom		Improvement on FCAT 2.0	once	
G4.B1.S1.MA1	Strategies for Rigor within the classroom		Chart assessments and incorporate in data folder to discuss in Math Department Meetings	once	
G4.B1.S1.MA1	Testing Rigor within the classroom		Students scores on FCAT and class evaluations	once	
G5.MA1	Strategies for Rigor within the classroom		PENDA Usage, EDUSOFT Mid and Post Test, End of Course Exam scores	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B1.S1.MA1	AVID, Common Core, and technology strategies		Data from PENDA Production of AVID, Khan Academy, and Common Core Strategies (teachers will learn and implement throughout the year) EDUSOFT Mid and Post Test Algebra 1 EOC scores	once	
G5.B1.S1.MA1	Implementation of Strategies within the class		Data from PENDA Production of AVID, Khan Academy, and Common Core Strategies (teachers will learn and implement throughout the year)	once	

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** 100% of students will participate in Safety and Bully-prevention protocols.

**G1.B1** Time allotment for completing bully-proofing your school curriculum.

**G1.B1.S1** To satisfy time constraints, classrooms will incorporate the bullying curriculum into daily, incremental lessons until all components of the curriculum are finalized.

### **PD Opportunity 1**

Faculty and staff will be trained and provided resources for bully-prevention.

#### **Facilitator**

Diane Reid-Goolsby

#### **Participants**

Tavares Middle School instructional Staff

#### **Schedule**

Monthly, from 9/1/2014 to 11/30/2014

**G3.** 65% of 8th graders will attain a proficient-level score on the Florida Standards Assessment in the areas of reading/language arts.

**G3.B1** Possible changes in state's score scale of proficiency Lack of authentic writing in all content areas. Inconsistency in curriculum and students' understanding of writing styles.

**G3.B1.S1** ELA: Cornell Notes, short response, journaling, research paper, mechanics and conventions of writing taught across all units, at least 2 book reports per nine weeks will be extended written response, Science: Cornell Notes, weekly lab write-ups, reserach paper, Science Fair projects for 7th and 8th grades, and Advanced 6th grade classes Social Studies: DBQs 4 times a year, document analysis, current event articles summaries Math: word problem analysis School side strategies: common essay structure across all curriculum areas will be implemented: CRISS and AVID writing strategies including but not limited to Learning Logs, Cornell Notes, QuickWrites and Storyboards will be implemented schoolwide.

### **PD Opportunity 1**

Teachers will use various stated strategies frequently in the classroom. Administrators will check for strategy use during formal and informal evaluations as well as classroom walk-throughs.

#### **Facilitator**

PLC Facilitators

#### **Participants**

Teachers and Administrators

#### **Schedule**

Weekly, from 9/1/2014 to 3/31/2015

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## Budget Rollup

Summary	
Description	Total
Grand Total	0